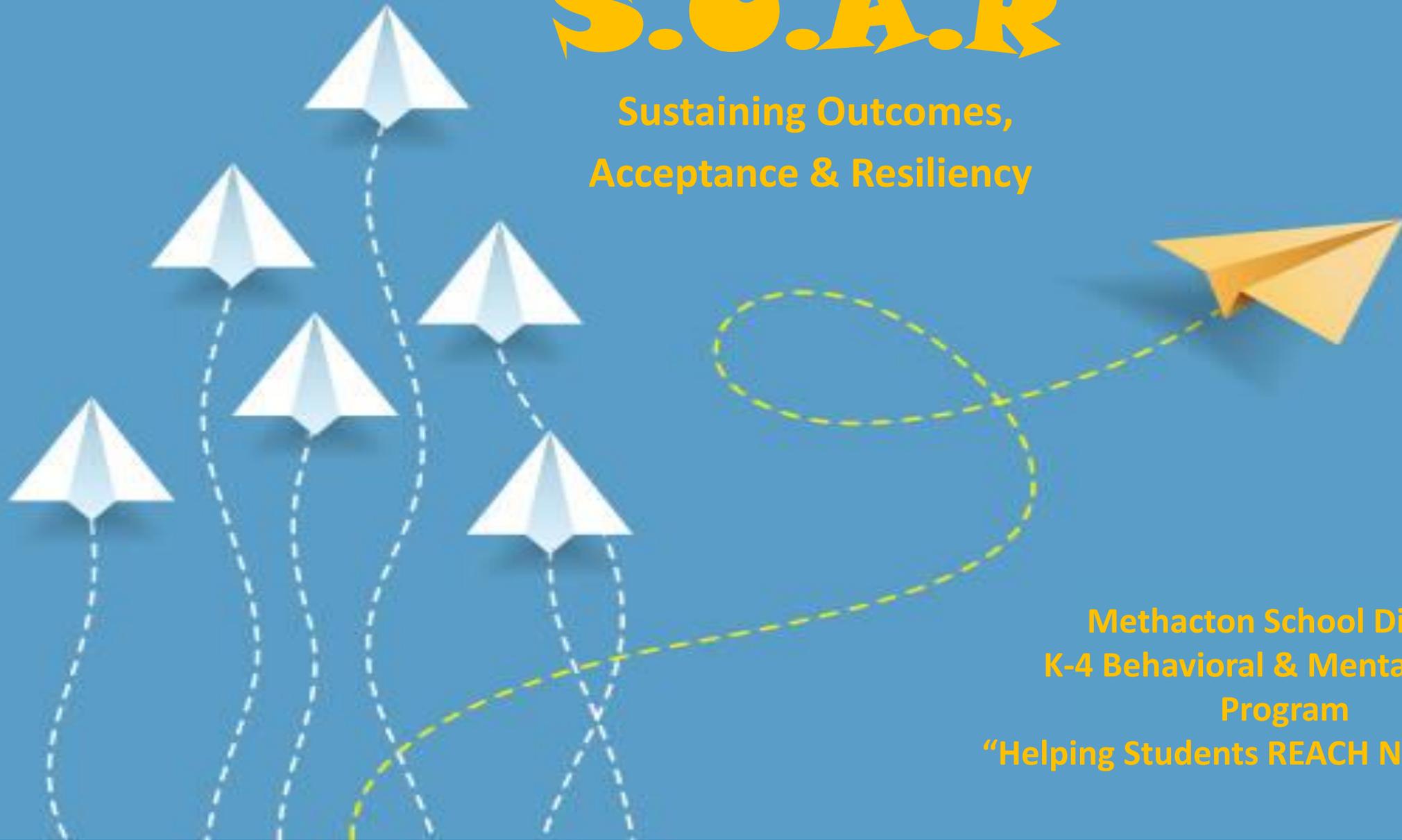


S.O.A.R

Sustaining Outcomes,
Acceptance & Resiliency



Methacton School District
K-4 Behavioral & Mental Health
Program
“Helping Students REACH New Heights”

“Actually meeting students where they are on their learning journey signals to them that we are advocates for their personal growth, success and well-being.”

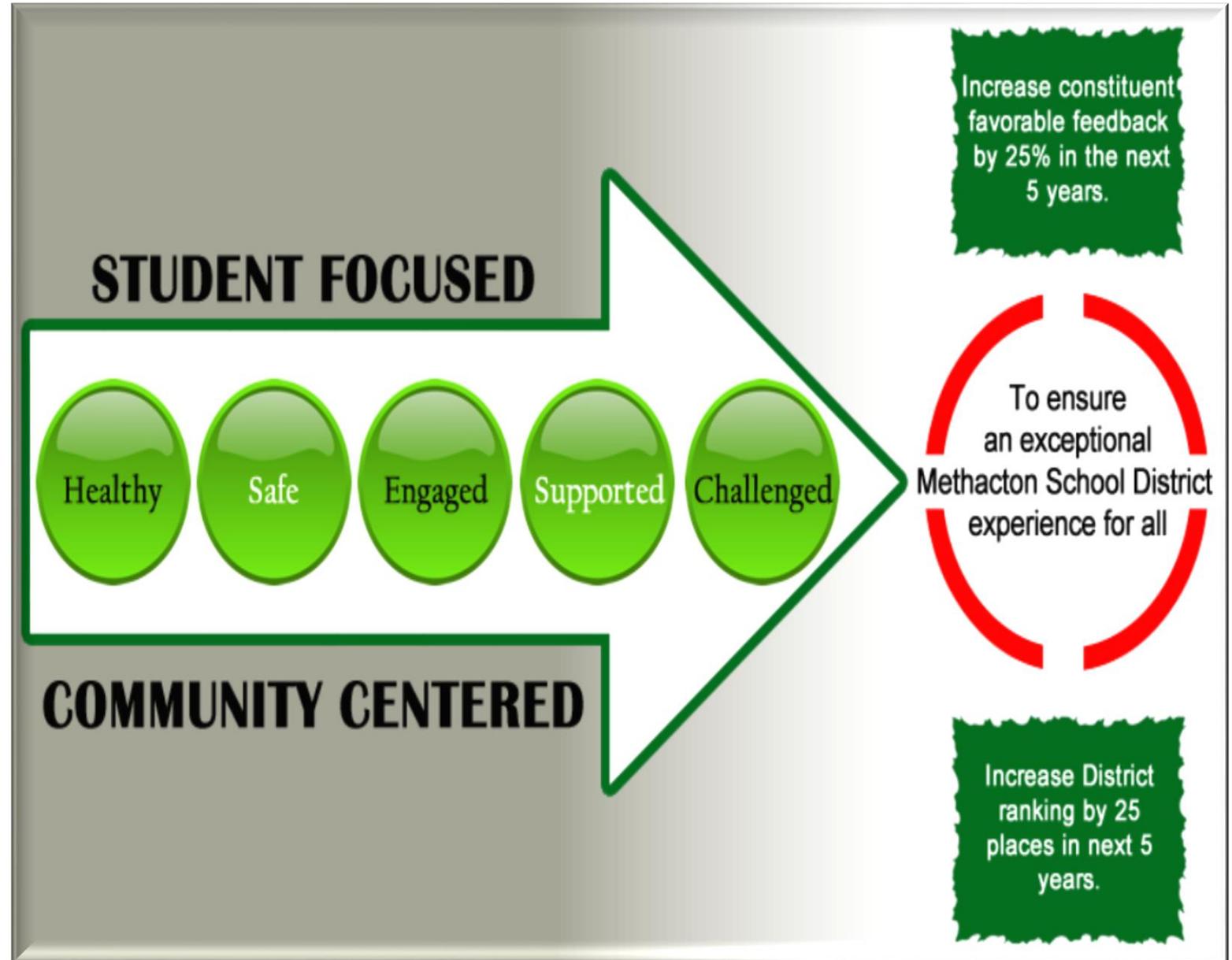
--- Celina Brennan

Overview & Rationale:

- **Feedback from Inclusive Practices Team Meetings**
 - Support for Students with Behavioral and/or Mental Health Needs
 - Support/Training for Staff
- **Access and Opportunities**
- **Least Restrictive Environment**
- **Disproportionality**
- **Social, Emotional & Mental Health as a Result of the Pandemic**



The **S.O.A.R** program aligns to the District's Strategic Plan to ensure an exceptional experience for all.



S.O.A.R is also
Designed to Support
the
Whole Child....



MENTAL/BEHAVIORAL HEALTH DISORDERS could impact academics, attendance, discipline, social and emotional well-being and relationships with peers and adults.



By Implementing the Five Tenets of the Whole Child Using a Coordinated, Collaborative and Integrated Multi-Disciplinary Approach

Healthy
Safe
Engaged
Supported
Challenged



Understanding Behavioral and Mental Health Needs:

The underlying causes associated with behavioral and mental health needs can be multi-factorial:

- Trauma
- Mental Health Diagnosis
- Behavioral Disorder
- Self-Regulation/Sensory Processing
- Communication Disorder
- Cognitive Impairment
- Executive Functioning
- Home/Family Concerns

Inclusive Practices Goals:

- Improve academic outcomes & access to general education curriculum
- Increase social participation (sense of belonging & valued)
- Increase opportunities for independence across environments
- Increase connections to improve culture and climate
- Expand opportunities for students to participate in the least restrictive environment
- Improve attendance and decrease disciplinary referrals
- Provide *Early Intervening Services* to avoid disproportionality and/or over identification
- Offer support for staff so they can support the students in their classrooms



S.O.A.R Outcomes:

**TIER 1: Safe Environments & Universally Healthy Students
(All Students)**

**TIER 2: Early Intervening Services & Supports
(Some Students)**

**TIER 3: Intensive Interventions & Supports
(Individual Students)**

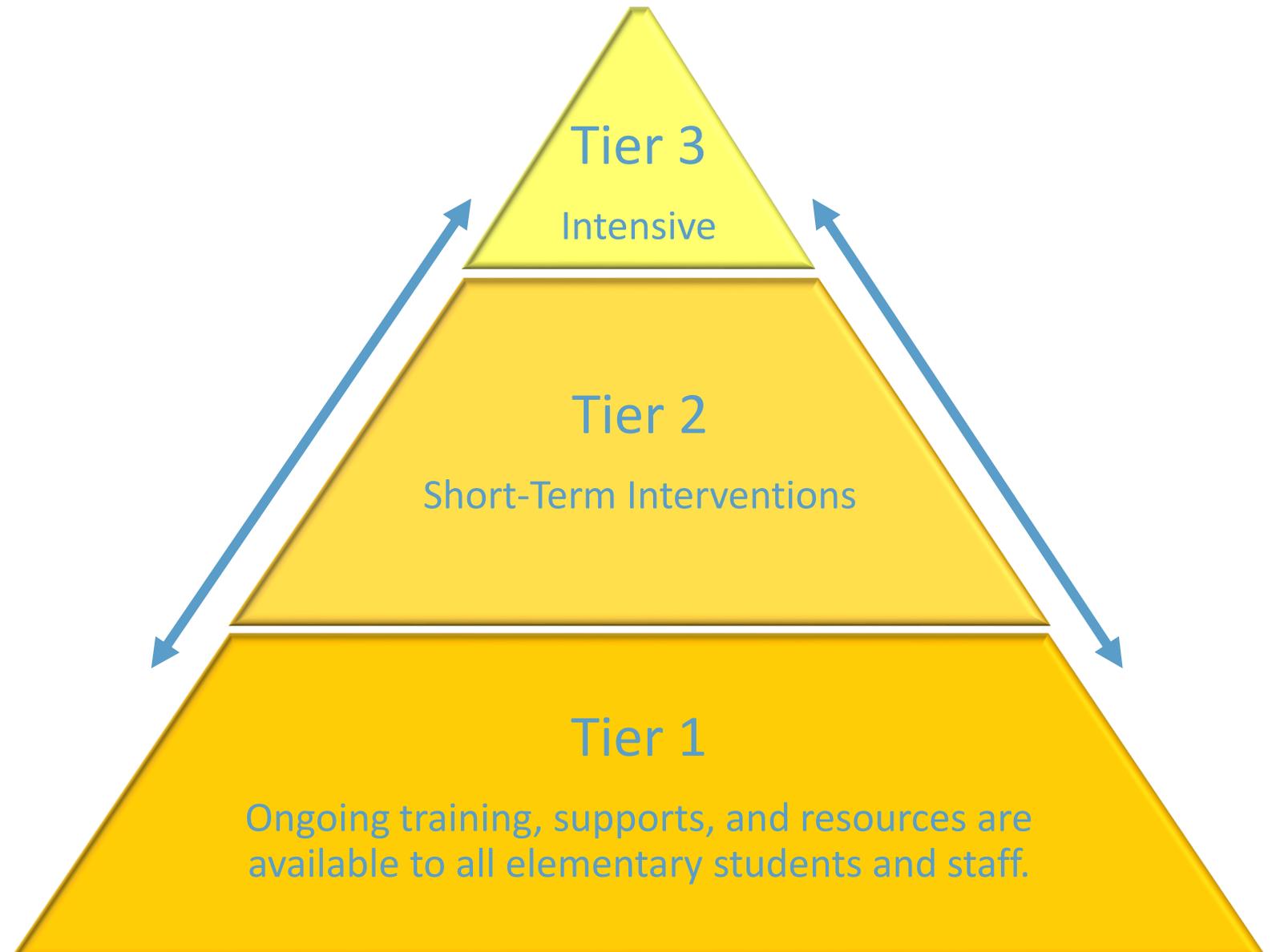
S.O.A.R

Provides a Multi-Tiered System of Support

A **Multi-Tiered System of Support (MTSS)** is a data-driven, problem-solving framework to improve outcomes for all students and to help educators provide academic and behavioral strategies for students with various needs.

MTSS relies on a continuum of evidence-based practices matched to student needs.

MTSS is based on building *Capacity*, not Dependency



TIER 1: Safe Environments & Universally Healthy Students

- **Available for all students to develop independent skills in social/emotional learning**
- **Team Members Involved**
 - Dedicated school counselors, PTS, REACH, Staff, Principals
 - K-4 SAP Teams
- **Interventions**
 - Occupational therapy & Speech/Language screenings and interventions
 - Behavioral screenings and classroom-based interventions
 - School-wide positive behavioral interventions and supports
 - Whole class lessons on emotional awareness and self-management
 - Super Self Pathway, Sensory Corner, Sensory and language-rich classrooms
 - Connect Program: Teaching pre-requisite learning behaviors and self-management
- **Training for all K-4 staff** (self-regulation, ABC's of Behavior, trauma-informed care, mental health)

TIER 2: Early Intervening Services & Supports

- **Available for smaller group of referred students**

Students move between Tiers – Fluid

Collaborative development of a **Targeted Outcome Plan** with focus on sustainability

Use of screening instrument to determine needs and progress

- **Team Members Involved**

REACH & PTS Therapists

K-4 SAP Teams & Staff

Mental Health Specialist - individual or small groups (based on IEP)

- **Interventions**

Role playing to practice strategies, build social skills, and increase emotional awareness using evidenced-based interventions (Super Self) and sensory room

TIER 3: R.E.A.C.H. (Intensive Therapeutic Mental Health Support)

- Available to smallest group based on highest level of need due to presenting behaviors
- Partnership with Springfield Psychological
- Implemented at ALL Elementary Buildings
- **Team Members Involved**
 - REACH Clinician (doctoral-level mental health clinician)
 - Supervision by Program Director – Dr. Brianna Bernardo
- **Interventions**
 - Proactive & Evidence-Based Approach
 - Intake Process: clinician gathers data from school personnel and family to assess need
 - Collaboration with all school personnel throughout the school year
 - Family Support and Communication
 - Continuity of Care: Home, School and Other Agencies/Professionals

Daily Onsite Support and Training for School Personnel

- This MTSS approach creates a deeper understanding of how to support students with behavioral & mental health needs.
- An Registered Behavioral Technician (RBT) will be assigned to each elementary school and will be accessible to staff.
- The REACH Clinician will be available to consult with staff.
- Professional Development - embedded as part of the day, at faculty meetings and during in-service days.
- Trainings can be pre-recorded and made available to staff for their review.
- MIAC offerings will be available during the summer.



Considerations:

- Implementation Timeline
- Professional Development – practical strategies and tools
- Physical Space – Sensory Rooms and REACH Clinician
- Building Capacity – Setting Expectations
- Accountability
- Budget for Comprehensive Early Intervening Services

Questions